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# WO 525 Time and Remembrance in Christian Worship

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Syllabus: WO525 ExL  
Time and Remembrance in Christian Worship (3 hours)  
Spring 2004  
Course website: [www.asburyseminary.edu/classweb/wo525/](http://www.asburyseminary.edu/classweb/wo525/)  
Professor: Dr. Lester Ruth

*Note: WO525 fulfills a core elective Proclamation requirement in the M.Div. curriculum. It should also fulfill denominational requirements for a basic worship course.*

**Please read this syllabus carefully since this course is structured differently than most courses. This difference includes the means of evaluation, class schedule, and grading.**

### **WELCOME AND INTRODUCTORY MATTERS**

I welcome you to WO525 Time and Remembrance in Christian Worship. As you will see in the course description below, this is a basic worship course designed to look at the worship of Christian congregations. It works on the premise that the Gospel of Jesus Christ is a certain kind of story and that this story should have great impact of how we design, lead, and experience the worship of God. The goal is Christian worship that participates in the wonder of the Gospel.

Let me introduce myself a little, too. My name is Lester Ruth. I'm one of Wilmore's residential faculty although I have taught on Asbury's Orlando campus and multiple times on ExL, too. I'm United Methodist, a member of the Texas Annual Conference, in which I have served as pastor in three different appointments. I have been at Asbury, which is also my alma mater (M.Div. 1985), since 2000.

### **Contacting the professor:**

●**Email:** always send email by clicking on the "to Office" icon in the class folder. If the matter is really urgent, please say so in the subject line. Note that the professor will always respond quicker to emails send to the class office rather than to my general mailbox. Submit all work not done in the module discussion centers to this email address, not the professor's regular email.

●**Phone:** 859-858-2175 or 859-219-9166

●**If on the Wilmore campus:** Beeson Center 218

●**Virtual office hours:** The professor will be checking in on our class every Monday, Wednesday, and Friday, at least.

### **COURSE OVERVIEW**

**Here's a formal description of the course:**

Exploring the importance of time in Christian Scriptures and theology, this course investigates the role of remembrance and eschatological hope in Christian worship and thus how worship participates in the kingdom of God, present and coming. Reviewing different ways Christians have organized time in worship, it will also explore how these insights impact the selection of Scripture for worship and the content of worship's song, sacrament, prayer, and preaching.

The course's premise is that, regardless of style, current Christian worship often does not tell a good enough story to rightly give glory to the God and Father of our Lord Jesus Christ. Given worship's formative power, the failure to do so is likely contributing to a sub-scriptural, sub-apostolic piety. Too often secondary concerns hijack more critical issues like whether our worship provides a full remembrance of God and God's saving activity, whether our worship reveals a compelling vision of the Kingdom of God, and whether our worship is rooted in an eschatological narrative in which we live between Christ's resurrection and second coming. This course will seek to address these critical issues by focusing on full scriptural, apostolic remembrance as the starting point for planning and leading Christian worship. Take this course if you want to develop standards for Christian worship that go beyond the limitations of style labels.

**Here's a listing of the objectives for the course:**

Having completed this course, the student should be able to:

- articulate a theology of worship as anticipatory participation in the Eschaton, awaiting the return of Christ;
- articulate a theology of remembrance as dynamic participation in God's saving activity;
- understand the ways in which Christians have structured time in worship;
- assess worship based on criteria of fullness of scriptural remembrance;
- prepare worship for a local assembly, under a variety of orders of worship and pastoral occasions, using fullness of scriptural remembrance as the starting point for planning; and
- lead worship that appropriately embodies the scriptural content of any one service.

The achievement of these objectives should enable the student to do the following:

- understand the diversity of Christian worship practices, along with self-critical appraisal of one's own approach;
- enrich congregational worship through prayer, Word, and sacraments, making sound worship decisions informed by a variety of sources for theological thought.

WO525 Time and Remembrance in Christian Worship will fulfill a core elective Proclamation requirement in the M.Div. curriculum. In other words, it **is** designed to be a **basic worship course**. It will cover all the basic aspects of congregational worship life (ministry of the Word, sacraments, pastoral rites, other special rites; prayer, calendar, space, and music) as well as covering the

various tasks involved in leading congregational worship (presiding in worship, preparing worship, relating to people, and assessing worship).

### **More Thoughts on Course Objectives, a Note from the Professor**

The course is intended to be related to the practice of ministry. What we will do here is what the professor likes to call "poetic theology," with poetic not meaning the opposite of prose but a creating (poesis) out of theology. Worship and its leadership is where remembrance and knowledge of God get turned into prayer, into proclamation, into affections of the heart, and postures of the body for the community known as the church, the Body of Christ. We will seek to look at the creation and the assessment of these.

This course has also been designed with the presumption that we are not the only ones doing Christian worship. The student will see something of the range of cultures and worship pieties—both current and historical—as we progress through the semester.

Finally, the course approaches this topic through a Wesleyan perspective on the story of salvation. The student will see the influence on this Wesleyan perspective at several points, some less obvious and some more so (e.g., as when we will examine the future orientation in the Wesleys' theology of the Lord's Supper).

Note that learning goals and satisfactory achievement of them will drive the course. Progress through the course is not connected simply to time or to doing a certain quantity of assignments. See below for more details.

### **WHAT YOU NEED FOR THIS CLASS**

●A CD set (three CDs) and instructional video sent by the Asbury ExL support staff. The staff will send this material to everyone enrolled in the course. Contact ExL support (type that in the address line of an email in First Class) if you have any questions. If you have trouble running the digitized video on the CDs, make sure you have Quicktime 6 or higher installed on your computer. It is available on the CDs. When running the CDs, turn up the sound on your computer's speakers beforehand. The sound quality on some videos is marginal.

CD #1 contains the material for the two Touchstone Churches. These churches are semi-fictitious congregations that we will use for assignments and discussion. See below for more information.

CD #2 contains the material for modules #1 (Story) and #2 (Week). The materials for module #1 are all short lecture segments. #2 has lectures and a video clip of a worship service.

CD #3 contains the material for modules #3 (Year), #4 (Day), and #5 (Pastoral Rites). The first two modules have both lecture and worship videos. The last only has lecture video.

●Two books to be purchased. Both are available in the seminary's bookstore:

--Hickman, Hoyt, et al. *The New Handbook of the Christian Year*. Nashville: Abingdon Press, 1992. ISBN 0-687-22760-4

--Blain, Susan A. et al., editors. *Imaging the Word: An Arts and Lectionary Resource*, volume 2. Cleveland: United Church Press, 1995. ISBN 0-8298-1033-1

The Asbury Seminary bookstore will also have available a very nice artistic poster representing the entire Church year. It is called the Year of Grace Poster Calendar 2004. The ISBN is 1-56854-416-2. This is a recommended acquisition, not a required one.

Address emails concerning **buying books** to Exlbooks (type Exlbooks or exlbooks@asburyseminary.edu in the address line). This will send the message to the Cokesbury bookstore on the Wilmore campus. Call the bookstore at 859-858-4242.

●A video tape recorder to record your practicing certain required services and acts of worship listed elsewhere in this syllabus.

●People, furnishings, and the space to practice the services and acts of worship listed elsewhere in this syllabus. Please note that you are merely practicing these services; this administration of the sacraments is not valid. Explain this to everyone who is participating.

●Something to keep as a journal as you devotionally use Charles Wesley's Charles Wesley's *Hymns for the Great Festivals* (available in the course center in the class folder on ExL and on the course website) and the book entitled *Imaging the Word*.

A note on other readings

In addition to the books to be purchased, additional readings have been scanned as electronic reserve and will be available through the class folder.

## **COURSE STRUCTURE: How the course will actually work**

### **The Modules**

There are 5 modules that make up this course: Module 1 The Story (the Gospel as eschatological story), Module 2 The Week (the weekly worship of Christian congregations), Module 3 The Year (the yearly worship of Christian congregations), Module 4 The Day (the daily worship of Christians), and Module 5 Pastoral Rites (occasional services like weddings and funerals).

### **Progressing through the modules: the class schedule**

There is where this course will be different than most. **PROGRESSING THROUGH THE MODULES WILL BE DONE ON AN INDIVIDUAL BASIS.**

Everyone will start module 1 at the same time but progressing to module 2 and later modules will be done on an individual basis. The professor will move each student to the subsequent module when, in the professor's opinion, the student has acceptably achieved the learning goals for the prior module.

Note that learning goals and satisfactory achievement of them will drive the course. Progress through the course is not connected simply to time or to doing a certain quantity of assignments.

When entering a module: Look for the icon featuring an exclamation point in the midst of a yellow triangle. Begin your participation in the module discussion there.

How to getting around in a module: Look for postings featuring some kind of distinctive icon. The professor has marked those as particularly useful postings.

### **The Modules: Topics and Learning Goals**

Each module has its own topic and set of learning goals.

**Module 1: The Story:** The learning goal in Module 1 is to understand and love the Gospel of Christ as eschatological Story, being able to articulate this Story and describe its importance for the Church. This is the most conceptual and least creative part of the course. Upon this module's theological foundation the remainder of the course will be built. At the end of this module the student should be able to:

- articulate why the Gospel as story is important for the church's worship
- express the Gospel as eschatological story, noting our place within it
- articulate a theology of remembrance in worship

**Module 2: The Week:** The learning goal in Module 2 is to be able to plan Sunday worship that reflects the theological commitments of this class for a Christian congregation. This module includes both conceptual and creative dimensions. At the end of this module the student should be able to:

- articulate a theology of Sunday and Lord's Supper as eschatological participation
- be able to theologically analyze a worship service and its constituent parts for appropriate Christian theological content and action
- showing an understanding of course's theological premises, develop a Sunday worship service
- embody the eschatological Story in leading weekly worship within and outside the worship service

**Module 3: The Year:** The learning goal in Module 3 is to be able to plan major yearly feasts in an appropriate manner. This module includes conceptual,

informational, and creative dimensions. At the end of this module the student should be able to:

- articulate a theology of anamnesis and prolepsis as the basic tension of the church year
- articulate and embody a theology of baptism as participation in salvation history, noting additional aspects of baptismal theology beyond this approach
- know the basic, classic features of services for the following major feasts and seasons: Advent, Christmas, Epiphany, Transfiguration Ash Wednesday, Lent, Palm/Passion Sunday, Maundy Thursday, Good Friday, the Easter Vigil, the great 50 days, Pentecost, and All Saints'.
- embody the eschatological Story in leading yearly worship within and outside the worship service

**Module 4: The Day:** The learning goal in Module 4 is to be able to plan commemorative prayer services in an appropriate manner. At the end of this module the student should be able to:

- show understanding of the commemorative aspects of morning and evening prayer
- express appreciation for the rhythms of morning and evening prayer

**Module 5: Pastoral Rites:** The learning goal in Module 5 is to be able to plan pastoral rites appropriate for particular occasions that also remember the Gospel as eschatological Story. At the end of this module the student should be able to:

- articulate a theology of pastoral rites as occasion for eschatological revelation
- with understanding of this theological premise, show ability to appropriate choose variable material for the pastoral rites of weddings and funerals

### **The Modules: Means of Assessment**

Just as each module has its own learning goals, each also has its own means of assessment by which the professor will determine when and if a student is ready to move to the next module by her or his having achieved an acceptable level of work for all learning goals in each module. In order to progress to the next module, the professor must determine that the student has done acceptable work on all of each module's means of assessment.

#### **Module 1: The Story:** 3 Means of Assessment

- satisfactorily expressing the content of each of the module's learning goals sometime within the module discussions
- satisfactorily completing a written or oral essay exam showing adequate overall comprehension of the module material. *(The student should indicate to the professor when she or he is ready for the exam. The professor will give the student via email attachment the written exam if that option is selected. Once distributed the student will have 2 days to return the exam. Once the exam is*



*begun the student will have one hour to complete. The student can also elect to take the exam orally by telephone conversation. These one hour exams must be scheduled with the professor.)*

--give evidence of familiarity with two Touchstone Churches within the module discussion center

#### Module 2: The Week: 4 Means of Assessment

--satisfactorily expressing the content of each of the module's learning goals sometime within the module discussions

--satisfactory ability to plan regular Sunday worship services appropriate for both of the Touchstone churches, providing a theological commentary and rubrics for each service. That is, the student must plan an appropriate service for each church, i.e., 2 services total. *(The planning must be for an ordinary Sunday [non-feast or season]. The entire text must be given for the service, along with a theological commentary, using the categories developed in the class, that gives a description of what is happening and why. Rubrics describing the choreography of the service (who does what when and how) must also be provided.)*

--articulate an eschatological theology of the Lord's Supper within the module discussions, showing awareness of supplemental aspects of eucharistic theology beyond eschatological explanations

--demonstrate ability to lead eschatological worship *(One part of this will be satisfactory completion of a videotape showing appropriate eschatological leadership at the Lord's Supper. See the instructional video sent to you for guidelines of how to administer the Lord's Supper. It is expected that a student will use her or his denomination's service in its entirety. If a student is on a ministry path that will not include ordination to administer sacraments, the student should shoot a tape showing the student reading Romans 13:8-14, a prayer appropriate for the opening of worship, and a blessing of people. Another part of this means of assessment will be showing satisfactory understanding of people dynamics in a case study to be introduced within the module)* (completion of Eucharist and/or prayer reading, blessing tape and case studies in module discussion)

#### Module 3: The Year: 4 Means of Assessment

--satisfactorily expressing the content of each of the module's learning goals sometime within the module discussions

--completing an objective exam on the church year based on the material in *Handbook of the Christian Year*. A grade of 75 or higher must be earned.

--be able to plan appropriate worship for a major feast in one of the Touchstone churches, adapting one of the services (see the list under learning goals for Module 3 above) from the *Handbook of the Christian Year*, providing a theological commentary and rubrics for the service *(The entire text must be given for the service, along with a theological commentary, using the categories developed in the class, that gives a description of what is happening and why. Rubrics describing the choreography of the service (who does what when and how) must also be provided.)*



--demonstrate ability to lead eschatological worship (*One part of this will be satisfactory completion of a videotape showing appropriate eschatological leadership at a baptism [involving both infants and adults in the case of denominations that baptize small children]. See the instructional video sent to you for guidelines of how to administer baptisms. It is expected that a student will use her or his denomination's service in its entirety. If a student is on a ministry path that will not include ordination to administer sacraments, the student should shoot a tape showing the student reading Isaiah 62:1-5, a prayer appropriate for the ending of worship, and a blessing of people. The student should show evidence of incorporating insights received from the evaluation of the early tape. The second tape should show improvement from the first tape. Another part of this means of assessment will be showing satisfactory understanding of people dynamics in a case study to be introduced within the module.*)

#### **Module 4: The Day:** 2 Means of Assessment

--using the order for morning or evening prayer provided in the class folder, be able to plan a morning or evening prayer service for Easter for the other of the Touchstone churches (the one not planned for in Module 3), providing a theological commentary and rubrics for the service. (*The entire text must be given for the service, along with a theological commentary, using the categories developed in the class, that gives a description of what is happening and why. Rubrics describing the choreography of the service (who does what when and how) must also be provided.*)

--providing self-reflection on the practice of praying morning and evening prayer for an entire week within the module discussion center. The self-reflection should be on the nature of praying in this manner and the range of commemoration covered over the week, using the material from Boers to understand the experience. (*The material for morning and evening prayer is provided on the course website and in the class folder on ExL. The material from Boers is available on electronic reserve in the class folder on ExL.*)

#### **Module 5: Pastoral Rites:** 2 Means of Assessment

--satisfactorily expressing the content of each of the module's learning goals sometime within the module discussions

--showing awareness of the student's denominational rites, providing appropriate selections and reasons for material and actions for different pastoral rites in various situations (*This will be done within the module discussion center. In other words, the professor will provide different scenarios for various weddings and funerals. The student will be called upon the select material appropriate for those situations.*)

### **Summarizing the Means of Assessment**

What does this mean for the kind of work you will be doing during the semester? As you can see, a student in this course will be doing the following kind of work:

- participation in email discussions within the module folders (all modules)
- exams (module 1 and 3)
- development of worship services (module 2, 3, and 4)
- partial development of worship services (module 5)
- participation in daily prayer (module 4)
- shooting videotapes showing yourself leading worship (module 2 and 3)

### The Other Assignment Beyond the Modules: A Devotional Journal

There is another required assignment for all students beyond the module materials. Each student should use devotionally Charles Wesley's *Hymns for the Great Festivals* (available in the course center in the class folder on ExL) and the book entitled *Imaging the Word*. Use these materials to contemplate the vastness and wonder of God's activity toward us. Keep a journal recording your discoveries as to how your knowledge of the story of salvation has expanded. The existence of such a journal will be checked on **May 10**. The professor will not look at the journal itself but will accept an email on this day that you have completed this assignment. Failure to have kept a journal will result in the lowering of the semester's numeric grade ½ letter (e.g., A to A-; B+ to B, etc.).

### **The Modules: Readings**

For each module there are readings available as electronic reserve through the class folder in ExL.

Below is a list of those readings and the modules to which they belong. The professor will be looking for evidence of your careful reading of these items as he evaluates your email postings within a module. You cannot adequately achieve the learning objectives for a module without having done the readings. There is no strict schedule for when you are to get the readings done. The sooner the better in a module.

#### Module 1 readings

- Hauerwas, Stanley M. "**A Tale of Two Stories.**" In *Christian Existence Today*. Durham: Labyrinth Press, 1988. pp. 25-45.
- Sayers, Dorothy L. "**The Greatest Drama Ever Staged.**" In *Christian Letters to a Post-Christian Worship*. Grand Rapids: Eerdmans, 1969. pp. 13-17.
- Green, Joel B. **Salvation**. St. Louis: Chalice, 2003. pp. 119-122, 127-130, 133-137, 144-145.
- Kallenberg, Brad J. **Live to Tell**. Grand Rapids: Brazos Press, 2002. pp. 31-38, 47-54.
- Pasquarello, Michael. "**Narrative Reading, Narrative Preaching: Inhabiting the Story.**" In *Narrative Reading, Narrative Preaching*. Grand Rapids: Baker, 2003. pp. 177-193.
- Jenson, Robert W. "**How the World Lost Its Story.**" In *The New Religious Humanists*. Simon & Schuster, 1997. pp. 135-149.
- Ruth, Lester. "**Worship True to God.**" Unpublished essay

### Module 2 readings

- Wainwright, Geoffrey. "The Church as a Worshipping Community." *Pro Ecclesia* 3, 1 (Winter 1994): 56-67.
- Schmemmann, Alexander. ***For the Life of the World***. Crestwood: St. Vladimir's Seminary Press, 1973. pp. 11-22
- Fisch, Thomas, editor. ***Liturgy and Tradition***. Crestwood: St. Vladimir's Seminary Press, 1990. pp. 89-100.
- Dawn, Marva J. ***How Shall We Worship?*** Wheaton: Tyndale, 2003. pp. 151-159, 164-170.
- Taft, Robert. ***Beyond East and West***. Rome, 2001. pp. 15-29.
- Stookey, Laurence Hull. ***Calendar***. Nashville: Abingdon, 1996. pp. 39-49.
- Rattenbury, J. Ernest. ***The Eucharistic Hymns of John and Charles Wesley***. Akron: OSL Publications, 1996. pp. 130-144, 183-188.
- Wainwright, Geoffrey. ***Eucharist and Eschatology***. New York: Oxford University Press, 1981. pp. 123-130.
- Stackhouse, John G. "Music at the Theological Roundtable." Available at [www.christianitytoday.com/ct/2002/011/5.60.html](http://www.christianitytoday.com/ct/2002/011/5.60.html)

Module 3 readings, in addition to *The Handbook of the Christian Year*, these electronic readings:

- Stookey, Laurence Hull. ***Calendar***. Nashville: Abingdon, 1996. pp. 155-161.
- Ruth, Lester. "Why not 'Move' Advent to November?" *Reformed Worship* 69 (September, 2003): 8-10.
- Senn, Frank C. "Should Christians Celebrate the Passover?" In *Passover and Easter*. University of Notre Dame Press, 1999. pp. 183-205.
- Schmemmann, Alexander. ***Of Water and The Spirit***. Crestwood: St. Vladimir's Seminary Press, 1974. pp. 37-51

### Module 4 readings

- Boers, Arthur Paul. ***The Rhythms of God's Grace***. Brewster: Paraclete Press, 2003. pp. 55-67.

### Module 5 readings

- Schmemmann, Alexander. ***For the Life of the World***. Crestwood: St. Vladimir's Seminary Press, 1973. pp. 81-82, 88-91.
- Witvliet, John D. ***Worship Seeking Understanding***. Grand Rapids: Baker, 2003. pp. 291-308.
- Saliers, Don E. ***Worship as Theology***. Nashville: Abingdon, 1994. pp. 49-68

### **Assessment and Grading**

For each and every means of assessment in each module (see above), the professor will assign a qualitative assessment, using these terms from page 28 of the 2003-2004 seminary catalog:

- exceptional (surpassing, markedly outstanding achievement of objectives)
- good (strong, significant achievement of objectives)
- acceptable (basic, essential achievement of course objectives)
- marginal (inadequate, minimal achievement of course objectives)
- unacceptable (failure to achieve course objectives).

When a student has achieved an acceptable quality of work in any single means of assessment, the professor will indicate that to the student. When a student has achieved an acceptable quality of work for all the means of assessment in a module, the professor will notify the student and clear her or him to begin participating in the next module. The student can always ask the professor for her or his current status in a module.

When a student has completed all the means of assessment within a module, the professor will give a qualitative grade to that module, factoring together the last qualitative grades for each means of assessment. (For example, if a module has 4 means of assessment and a student achieves an “exceptional” on one, an “acceptable” on another, and a “good” on the other two, the student will receive a “good” as the module grade.) The professor will notify the student of the module grade at the time of indicating clearance to move to the next module.

Note that clearance to move to the next module is not simply a matter of getting an average of an acceptable level for a module. A student must show an acceptable level of proficiency in each and every means of assessment within a module.

Remember that this course is not about simply doing a certain quantity of work or spending a certain amount of time within a module. It is about acceptable achievement of learning objectives for the modules and for the class as a whole. Expect to be asked to repeat work if the first attempts do not show an acceptable level of achievement of a learning goal. We will keep working together until you are able to do the task at an acceptable level.

The semester grade will be determined first of all by whether a student has completed the first three modules at an acceptable level of work. Inability to do that will mean failure of the course. The reason is that anyone contemplating planning and leading worship must have a minimal level of theological perspective on Christian worship and show proficiency in worship at the weekly and yearly levels.

After that the semester grade will be determined by averaging the module grades, taking into account the number of modules completed. To receive an “exceptional” for the semester grade (i.e., the final class grade), a student will need to have completed all five modules, scoring an exceptional in four out of the five (including all of the first three modules). In other words, completion of only three or four modules, even if the grades for those modules were “exceptional,” will not result in allow receiving an “exceptional” for the entire semester grade.

At the end of the semester, the professor will translate the final course grade for each statement from its qualitative label to its corresponding letter

designation, using the standard provided in the catalog on p. 28: Exceptional=A; Good=B; Acceptable=C; Marginal=D; Unacceptable=F. + and - will also be given, e.g., a B+ is a possible grade.

Remember that failure to complete the journal assignment on Wesley's hymns and *Imaging the Faith* by **May 10** will result in a decrease of the semester grade as indicated above.

The last day the professor will accept all other work for the semester is **Monday, May 17**.

Remember that you will need to return all ExL media to the ExL Support Staff by May 21 in order to receive a grade for the semester.

### Turnaround on Feedback on Assignments

Please realize that the professor will provide substantial feedback on your work in this course as quickly as he can. That may not always be as quickly as you would like, particularly in those times of the semester when he has his own crunch of work. Realize that assessing small bits of work (e.g., email postings) will get quicker turnaround than larger assignments (worship services). Be aware of that as you contemplate being able to finish all four modules by the end of the semester.

### **Progressing through the Modules, Once Again**

Other than the first module, which all students will begin simultaneously, entrance into a module will be done on an individual basis. Each student will need to be cleared to start a new module.

When you start a new module, look for the icon showing an exclamation point in the midst of a yellow triangle. That is the place to start each module. Look also for postings with other special icons. Those will be particularly important postings to consider to complete the module.

Always respond within a module to a posting directly addressed to you. The professor will be considering your response to ascertain achievement of module learning goals.

Interact with other students in the module discussion centers. Use interaction with other students, not only with the professor, as a way of demonstrating your achievement of learning goals.

Please avoid superfluous postings within the module discussion centers. There is no need to try for a certain number of postings since the professor is assessing the quality of work, not the quantity. Extraneous posting will slow the professor down, slowing his ability to substantial interaction with your more important postings and thus slowing down everyone's progress through the modules. Superfluous postings can also clutter the discussion centers.

Because progress through the modules is done on an individual basis, there are no predetermined start and stop dates for the modules (other than the beginning and end of the semester). The first module will start on Monday,

February 9. The last day to have work considered for the class will be **Monday, May 17.**

Consequently there are no strict due dates for your work (other than May 10 for submitting a notice of completing the journal). The professor expects that the student will review all the material on the CD, all the assigned readings, and all the material on the class website. He will be looking for evidence of familiarity and integration in all your work. In other words, skipping material will undermine the student's ability to achieve each module's learning goals, meaning inability to move to the next module. Always remember that the goal is to learn, not just get through a certain amount of material.

Because the emphasis is not on the amount of work done or a certain amount of time spent in a module, the professor reserves the right to keep suggesting assignments, exercises, and engagement in email discussion for each student in order to help that student achieve the learning goals. This might, on occasion, involve additional assignments and readings not listed in this syllabus.

If a student is able to progress through modules very quickly, the professor may ask for her or his assistance with other students in the class. The goal is a cooperative atmosphere, undertaken in the unity of Christ for the benefit of the church, in which those who progress quickly assist those for whom this material proves more difficult. If you are progressing through the material very quickly, please keep participating during the lag until the professor gets your work evaluated. The professor may ask for your assistance with other students in the belief that teaching something shows how well you really know something. The goal for this class is not competition with each other but mutual advancement and achievement for the sake of preparing to be ministers in God's church.

## **Other Important Class Notes**

### Touchstone Churches

To serve as a basis for some assignments, two semi-fictitious churches have been created for this class. These are called "Touchstone Churches." Videos for both churches are on CD#1. Other materials for these churches are on the class website. Familiarizing yourself with both of the churches will be important for completing the modules satisfactorily. Showing familiarity is one of the assignments for Module 1.

Touchstone church #1 is St. Peter's Methodist Church. Touchstone church #2 is Centertown Community Church.

Class website ([www.asburyseminary.edu/classweb/wo525/](http://www.asburyseminary.edu/classweb/wo525/))

There is a class website containing important material for this course. It can be access by the url given above or by clicking on the button in the lower right hand corner when running the class CDs.

**The password is anamnesis.**

On this website you will find the following material:

- materials concerning the Touchstone churches
- guides for watching the worship videos in Modules 2, 3, and 4
- the material for the daily prayer assignment in Module 4
- Charles Wesley's *Hymns for the Great Festivals* for the semester long journal project
- other material as the professor may think appropriate to provide

### Worship videos

The worship videos for the Touchstone churches are on CD #1. The worship videos for Modules 2, 3, and 4 are on CD #2 and #3. It is expected that the students will watch these videos as part of their work within the modules. Guides for viewing are found on the class website and in the course center within the class ExL folder.

### Course Center

The Course Center will contain some but not all of the material on the class website. It will also contain some items (like the PowerPoint presentations seen in the lecture videos) not found on the website. When looking for something, don't forget to consider the Course Center.

### Windows and Icons

Let me tell you how the professor will use the various windows and icons in the class folder.

The Module folders (access through the folder label Modules toward the top of the screen) will be used for module related work. These folders will be the main work center for this course. There is one for each module. Permission to enter a folder has to be granted by the professor.

The Discussion Center (the bottom part of the screen when you open the folder) will be used for all public communications not related to module work. Module discussions will take place in the module folders.

The Course Center will contain a copy of the syllabus as well as other class materials. Don't forget to look at the course website ([www.asburyseminary.edu/classweb/wo525/](http://www.asburyseminary.edu/classweb/wo525/)), too.

The Office is for *private* correspondence between you and me. This will contain items that you do not want to appear publicly before all of your classmates. This is also where you will send any papers or projects to be graded by me.

The Archive Center will be used for storing materials no longer pertinent but which should not be deleted.



The Chat Center is intended primarily for real-time interaction. You can get together with other members to study, ask questions, or to explore topics. None of the conversations carried on in this location are ever saved.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B. L. Fisher Library, the services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer as well as a Real Audio player. I encourage you to take advantage of all these resources if needed.

**If you need help from the Asbury staff:**

Address emails concerning the whole program to ExL Director (type ExL Director or exl\_director@asburyseminary.edu in the address line). This will send the message to Kevin Osborn. Call him at 859-858-2191.

Questions concerning computer related questions should be answered by looking at www.asburyseminary.edu/it/fc. Help beyond what can be offered there can be found by emailing ExL Support (type ExL Support or exl\_support@asburyseminary.edu in the address line). This will send the message to Jared Porter. Call him at 859-858-2035.

Address emails concerning buying books to Exlbooks (type Exlbooks or exlbooks@asburyseminary.edu in the address line). This will send the message to the Cokesbury bookstore on the Wilmore campus. Call the bookstore at 859-858-4242.

**A note on reproducing course materials**

*“The development of all extended learning material, whether online or by other media, is intended for distribution to members of the course and others by my permission. It is not intended for general distribution on the internet or elsewhere. Permission to copy, in whole or in part, must be requested from the professor (Lester Ruth).” Thanks for honoring these instructions.*